

Associated Canadian Theological Schools

HIS 541: History of Christianity II: From the Reformation to the Present

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Spring 2012

3 credit hours

Prerequisites: RES 500

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Wednesdays, 8:30–11:10 am

Rm 130-31 Fosmark

I. Course Description

A continuation of HIS 540, this course completes the chronological survey of important individuals, issues and movements in the history of Christianity (Note: the completion of HIS 540 is NOT a prerequisite for this course). It will examine developments from the Reformation until the end of the twentieth century. While some attention will be given to the modern missionary movement, the central focus of the course will be upon the history and theology of the church in the cultural context of Europe and North America. The course explores the major changes and continuities in Catholicism and Protestantism in the context of nationalism, the Enlightenment, and the development of a globally dispersed and diverse Christianity. Attention will be given to theological developments, church-state issues, ministry changes and alternative forms of interchurch relationships. Students will gain an understanding of the various cultural, political and theological influences that have shaped the church's institutional development as well as an appreciation for the interrelationship between the Christian faith and western culture.

The course will be taught by using lectures, films and groups discussions augmented by readings from textbooks and primary source documents. While the textbooks will provide a chronological survey of persons, events and movements important during this period, the lectures and discussion of source documents will permit a more detailed and thematic examination of select topics.

Please Note: Only students who have taken RES 500 "Research Strategies" prior to registering for this course or who are taking "Research Strategies" concurrently with this course may register. Students who are unfamiliar with historical study and methods of research and writing will find it enormously useful to read a short introductory guide such as Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*, 3rd ed. (Wheeling, IL: Harlan Davidson, 2002), or Mary Lynn Rampollo, *A Pocket Guide to Writing History*, 3rd ed. (Boston: Bedford/St. Martin's, 2001). Helpful also are James Bradley and Richard A. Muller, *Church History: An Introduction to Research, Reference Works, and Methods* (Grand Rapids: Eerdmans, 1995), and Norman F. Cantor and Richard I. Schneider, *How to Study History* (New York: T.Y. Crowell, 1967).

II. Objectives

The course will:

- § provide students with a general knowledge of the history of Christianity. Students will become familiar with enough names, dates and events to construct a chronological sequence of major events in the history of Christianity, and gain a deeper understanding of the variety

- and complexity that has defined Christianity throughout the centuries.
- \$ introduce students to issues within Christian historiography, and help students develop skills in historical research and writing.
 - \$ help students become skilled readers of historical literature who are able to identify and evaluate different historiographical perspectives, and who are able to think historically, developing skills of historical interpretation through, careful, contextual readings of documents and events.
 - \$ introduce students to resources used by the church for personal devotional, intellectual and theological development as well as congregational renewal thereby equipping students with knowledge and skills for exploring their own spiritual, theological and denominational roots.
 - \$ help students understand the historical backdrop to some of the contemporary issues and challenges facing Christianity.

III. Course Textbooks

Gonzalez, Justo L. *The Story of Christianity (Volume II): The Reformation to the Present Day*. New York: HarperOne, 2010.

Tucker, Ruth A., and Walter Liefeld. *Daughters of the Church: Women and Ministry from New Testament Times to the Present*. Grand Rapids: Zondervan, 1987. Students will be required to read approximately one half of this book during this course.

The following two books are NOT required for the course, but are mentioned here as two options for those who are interested in obtaining at least one valuable lifelong reference in the area of church history for their personal library.

Douglas, J.D., ed. *The New International Dictionary of the Christian Church*, rev. ed. Grand Rapids: Zondervan, 1978.

Cross, F.L., and Elizabeth Livingstone, eds. *Oxford Dictionary of the Christian Church*, 3rd ed. New York: Oxford University Press, 1997.

The following books would be worthy additions to the student's library; copies of these books will be placed on reserve in the library so that students can access the assigned primary source readings in them.

Clyde L. Manschreck, ed. *A History of Christianity: Readings in the History of the Church* (Vol. 2). Grand Rapids: Baker Book House, 1981.

Henry Bettenson and Chris Maunder, eds. *Documents of the Christian Church* (3rd ed.). Oxford: Oxford University Press, 1999.

John G. Stackhouse, Jr., ed. *Evangelical Futures: A Conversation on Theological Method*. Grand Rapids: Baker Books, 2000.

Paul Marshall and Lela Gilbert, *Their Blood Cries Out: The Worldwide Tragedy of Modern*

Christians Who Are Dying for Their Faith. Dallas: Word Publishing, 1997.

IV. Course Assignments

** Note: Evaluation of student performance in this course intentionally does not include exams. Instead, projects have been designed that will help students build a solid base of historical knowledge as well as develop analytical, application and integrative skills.*

1. Reading Responses

The course reading responses is comprised of several components and will be submitted in two stages. Please give careful attention to the following details.

(a) Textbook response (10% of final grade): DUE DATE: 1 February 2012

Read the Justo L. Gonzalez text, *The Story of Christianity (Volume II)*. Write a 2-3 page response paper based on your reading that identifies and briefly discusses key developments in the changing relationship between Christianity and culture. Be sure to include at least some specific examples. This is not to be a formal research essay.

The grade will be based largely on content and organization of your paper rather than on a critical analysis of the text. Some of the criteria that will be used to assess this assignment include evidence of careful reading of the text, ability to summarize material accurately and succinctly, proportionate allocation of space to the five centuries covered by the text, and writing style.

(b) Reading Journal and Class Participation (15% of final grade): DUE DATE: 5 April 2012

Short primary source documents will be assigned each day to augment lectures and to illustrate some of the themes highlighted in classroom lectures and discussions. Students should read these prior to class and be prepared to participate in discussions based on the documents. The students' knowledge of the readings will be assessed from class participation, from regular entries in a reading journal.

The journal should have **short** (not more than a page) weekly entries that provide an indication that you have read the assigned materials. Depending on the type of document an entry might include a brief description of the reading, some comments or questions that arise, the main argument/theme of an article, significance of this excerpt in the historical development of Christianity, a personal reaction to what you have read, etc. It is advisable that the journal entries be made as soon as possible after the reading is completed in order to capture initial impressions, questions and comments.

The overall mark for this assignment will include a portion allocated towards a consideration for patterns of class attendance, regular attempts to be involved through contributions to discussions and the raising of questions, the quality of contributions in a weekly reading journal (i.e., indications of careful reading, thought, insight and interest in issues, etc). Try not to get behind in your journal: judging from the experience of students in previous years, it is impossible to catch up at the end of the term if you have not been making regular journal entries during the term. **This assignment will NOT be eligible for an extension.**

2. Family Religious History Project (25% of final grade): DUE DATE: 15 February 2012

(a) Develop a “Family Religious History” chart for 3-4 generations of your family, beginning with yourself. List the religious affiliations (or lack thereof) of each family member as fully as possible and briefly note important religious/social data (e.g., the person was part of an ethnic immigrant community; she/he was converted during a revival; she/he became alienated from Christianity due to an acrimonious church split, etc.). Then write a short paper (approx 6-8 pages), placing selected aspects of your religious family history in the context of broader movements and themes in the history of Christianity. For example, you might talk about how the changing denominational affiliations of your family reflect the “free market” or “voluntary” ethos of North American Christianity. Or, your family might illustrate the rise of the twentieth-century Pentecostal movement, the fundamentalist/modernist controversy, conflicting views of what it means to be a Christian in America, the changing role of women, etc.

(b) Use your research for the “Family Religious History” project as the basis for a short in-class presentation. The presentation will be made to a group of 3-4 fellow students and should be about 8-12 minutes in length (it must absolutely not exceed 12 minutes). Use the presentation time to introduce your chart, and then focus on one or two individuals in your family history, highlighting the way in which they illustrate some of the broader movements and themes in the history of Christianity.

3. Leadership Application Paper (15%): DUE DATE: 8 March 2012

Familiarize yourself with the seventeenth-century book entitled *The Reformed Pastor* (1656) by Richard Baxter. (For an on-line version see http://www.reformed.org/books/baxter/reformed_pastor/). This book was widely read by those preparing for pastoral ministry, and profoundly shaped the approach towards pastoral care and leadership among Protestants for centuries.

Write a short paper (4-6 pages) in which you identify and discuss any four suggestions made by Baxter in light of your current church experience (if using your current church experience presents some difficulty, please come and talk to me about alternate arrangements). Include in your discussion specific suggestions for how the four ideas you have selected might effectively be implemented in your church setting.

4. Research essay (35% of final grade): DUE DATE: 29 March 2012

Write a research essay of approximately 3,000 words on a subject pertinent to the last 500 years of the history of Christianity. The essay must have a title page, followed by a page containing an outline along with a 1-2 sentence thesis statement—essays without such a page will not be accepted for grading.

The essay may feature an individual, institution, movement, document, religious practice or issue, but the subject should be concise enough to be investigated in some detail. The subject must be approved in advance by the professor. In addition to key secondary sources try also to use primary sources in your analysis. Your aim in the essay should be to **analyze and explain** the historical development and significance of your subject. Carefully avoid conducting a theological critique or merely describing a sequence of historical events. Each section of the essay needs to relate to the

central argument. This assignment represents a significant proportion of the final grade indicating the level of research and general quality expected. Begin work on this project as soon as possible by selecting a topic and assembling resources. Students may wish to obtain a preliminary assessment of their ideas by submitting a one-page outline along with a proposed thesis statement.

Please Note: An essay grading template, which outlines the specific criteria used for evaluating research essays, will be distributed in class. The grade for this assignment will be based on the following criteria:

- (1) Clarity and Force of Argument (plausible thesis, sound logic, evidence supports thesis, etc.)
- (2) Quality of Research (depth and breadth, evidence of discerning analysis, etc.)
- (3) Organization (effectively organized, sections support main thesis, smooth transitions, etc)
- (4) Writing style (eloquent, proper grammar, format, etc)

Students who are unfamiliar with writing research essays in history should consult either the guide mentioned in the introduction of the syllabus (*Going to the Sources*) or some of the following websites:

Reading, Writing, Researching in History: <http://academic.bowdoin.edu/WritingGuides/>

Boston University Guide: http://www.bu.edu/history/writing_guide.pdf

Writing with Sources (Harvard): <http://www.fas.harvard.edu/~expos/index.cgi?section=resources>

Suggestions on Essay Writing: <http://www.westmont.edu/~work/material/writing.html>

10 History Commandments: <http://personal2.stthomas.edu/gwschlabach/courses/10commnd.htm>

For suggestions on how to improve one's writing style consult works such as Strunk and White's famous *The Elements of Style*, Joanne Buckley's *Fit to Print*, or Steward and Smelstor's *Writing in the Social Sciences*.

MISCELLANEOUS NOTES/POLICIES (The fine print)

1. All written work must be type-written, **double-spaced** (with the exception of the Reading Journal) and submitted on clear print on white paper. Font size of the body of the paper must not be less than 11 pt. If possible, I prefer footnotes at the bottom of each page. Bibliographies with complete citations must be attached at the end of each paper.
2. The style guide of choice at ACTS is Turabian (similar to Chicago). Grades **WILL** be reduced if the Turabian style format is not used (take special care with bibliographies and footnotes). Students may find the following websites helpful: <http://www.bedfordstmartins.com/online/cite7.html> or www.dianahacker.com/resdoc/
3. Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is often considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.
4. Students are expected to be familiar with the ACTS policy concerning plagiarism and academic dishonesty. Plagiarism will be treated as a serious offense and **WILL** result in the failure of the specific assignment and possibly also in a failing grade in the course. **EVERY** instance of plagiarism without exception (even minimal plagiarism) **will be reported** both to the registrar and the Academic Committee of ACTS, and will result in a letter included in your permanent student record. Further details about this subject can be found in the ACTS Student Handbook (see section 4:12 in

www.acts.twu.ca/Handbook.html and <http://www.acts.twu.ca/lbr/plagiarism.ppt>).

5. Students who use the assistance of tutors must indicate that they have done so, must describe the nature of the assistance, and must include full contact information of the tutor. Failure to disclose the assistance of a tutor will result in the rejection of the assignment. Students will be exempt from this disclosure requirement if they use the TWU Writing Centre.

6. The marks for late assignments will be reduced by one letter grade, and will not be accepted if more than seven days late except in the case of extenuating circumstances.

LETTER GRADE TO PERCENTAGE CORRELATION

Outstanding	Competent	Minimal Pass
A+ = 97-100	B+ = 85-90	C+ = 70-75
A = 93-96	B = 80-85	C = 65-70
A- = 90-92	B- = 75-80	C- = 60-65

Or,

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

TENTATIVE CLASS LECTURE and READING SCHEDULE

Wednesday, 11 January 2012

*** Getting Acquainted, Introduction to the Course**

(1) Prelude to the Reformation

Readings:

§ *“Engaging the Great Tradition,” by Alister McGrath, in Evangelical Futures: A Conversation on Theological Method (Grand Rapids: Baker, 2000), 139-159.*

Wednesday, 18 January 2012

(2) Martin Luther & The German Reformation

(3) John Calvin & The Swiss Reformation

Readings:

§ *Documents related to the Lutheran Reformation, 1. a-c, Bettenson & Maunder, 202-212.*

§ *“Confession of Augsburg,” Bettenson & Maunder, 233-236.*

§ *Excerpt from Calvin’s Institutes of the Christian Religion, Bettenson & Maunder, 236-238.*

§ *“Geneva Confession,” full text at <http://64.33.81.65/reformed/gnvconf.htm>.*

- § “Calvinistic Ordinances,” *Manschreck*, 93-95. See also <http://www.cas.sc.edu/hist/faculty/edwardsk/hist310/reader/ecclesord.pdf>.

Wednesday, 25 January 2012

(4) The Radical Reformation

(5) Catholic Reformation

Readings:

- § “Schleitheim Confession,” full text at <http://www.gameo.org/encyclopedia/contents/S345.html>.
- § *The Trial and Martyrdom of Michael Sattler*, *The Legacy of Michael Sattler*, 66-85. A slightly shorter version is at <http://www.anabaptists.org/history/sattler.html>.
- § Luther “Against the Robbing and Murdering Hordes of Peasants,” full text at http://zimmer.csufresno.edu/~mariterel/against_the_robbing_and_murderin.htm.
- § “Council of Trent,” *Bettenson & Maunder*, 275-281.
- § Chapter 5, *Tucker & Liefeld*, *Daughters of the Church*

Wednesday, 1 February 2012 - Textbook Reading Assignment Due

(6) The Reformation in France

(7) The Tudor Reformation

Readings:

- § “The Supremacy Act,” & “Abjuration of Papal Supremacy by the Clergy,” *Bettenson & Maunder*, 252-254.
- § “The Pope’s Condemnation of Henry,” *Bettenson & Maunder*, 254-255.

Wednesday, 8 February 2012

(8) Anglicanism, Puritanism and Non-Conformity

(9) The Enlightenment and Its Impact

Readings:

- § “Westminster Confession of Faith,” *Bettenson & Maunder*, 319-323.
- § “Baptist Confessions of Faith,” *Bettenson & Maunder*, 323-325.
- § *William Perkins*, *The Six Principles of the Christian Religion*, full text at <http://www5.webng.com/perkins/SixPrin.htm>.
- § *Voltaire on Religion*, from *The Philosophical Dictionary*, full text at <http://history.hanover.edu/texts/voltaire/volreelig.html>.
- § *David Hume*, “On Miracles,” full text at <http://www.fordham.edu/halsall/mod/hume-miracles.html>.
- § Chapter 6, *Tucker & Liefeld*, *Daughters of the Church*.

Wednesday, 15 February 2012 – Family Religious History Assignment Due

*** Student “Family Religious History” Presentations**

(10) Pietism and the Renewed Moravian Brethren

(11) The Evangelical Protestant Movement: Origins

Readings:

- § Excerpts from *Spener and Francke*, *Manschreck*, 271-278.
- § Liturgy and Hymns of the Moravian Church, full text at <http://www.archive.org/details/liturgyandhymns00unknuoft>.

Wednesday, 22 February 2012 - Reading Break – Enjoy

Wednesday, 1 March 2012

(12) The Rise of Evangelicalism

Readings:

- § Chapter 1, “Memorable Atlantic Storms,” and “Wesley Arrives in Georgia, and Chapter 2, “I Felt My Heart Strangely Warmed,” from *John Wesley’s Journal*, full text at <http://www.ccel.org/ccel/wesley/journal.html>.
- § “Free Grace, a sermon by John Wesley, full text at http://wesley.nnu.edu/john_wesley/sermons/128.htm.
- § Chapter 2 Section I (p.p. 25-39) from *William Wilberforce, A Practical View of the Prevailing Religious System of Professed Christians, in the Higher and Middle Classes in This Country Contrasted with Real Christianity*, full text at <http://www.questia.com/PM.qst?a=o&d=59593825>.
- § Excerpt from *Thornton Stringfellow, Scriptural and Statistical Views in Favor of Slavery*, full text at <http://docsouth.unc.edu/church/string/string.html>.

Wednesday, 8 March 2012 - Leadership Application Paper Due**(13) The Second Evangelical Awakening - England & Europe****(14) Revivalism & Evangelicalism in America****Readings:**

- § *Jonathan Edwards, A Faithful Narrative of the Surprising Work of God*, full text at <http://www.iclnet.org/pub/resources/text/ipb-e/epl-10/web/edwards-narrative.html>
- § Excerpt from *C.G. Finney, Memoirs*, full text at <http://www.gospeltruth.net/1868Memoirs/memoirsindex.htm>.
- § Chapter 7, *Tucker & Liefeld, Daughters of the Church*.

Wednesday, 15 March 2012**(15) Doubt & Disbelief****(16) Christianity and 19th Century Social Reform****(17) Roman Catholicism’s Response to Modernity****Readings:**

- § Excerpt from *Second Speech from Schleiermacher, On Religion (PDF p.p. 40-48)*, full text at <http://www.ccel.org/ccel/schleiermach/religion.html>.
- § Excerpts from *William Booth*, see video clip at <http://www.youtube.com/watch?v=AA0pCYKGbYI>; more sermon audio files at <http://www.sermonindex.net/modules/mydownloads/viewcat.php?cid=16>.
- § Excerpt from *Christianity and the Social Crisis* by *Walter Rauschenbusch*, full text at <http://www.fordham.edu/halsall/mod/rausch-socialgospel.html>.
- § Various Roman Catholic documents (Section X, documents VII-XI b) in *Bettenson & Maunder*, 286-296.
- § Documents from the *Second Vatican Council*, *Bettenson & Maunder*, 359-369.

Wednesday, 22 March 2012**(18) Missions in the Modern Era****(19) Fundamentalism & Neo-Evangelicalism****Readings:**

- § Excerpt from *William Carey, An Enquiry into the Obligations of Christians*, full text at <http://www.wmcarey.edu/carey/enquiry/anenquiry.pdf>.
- § “Watchcry of the Student Volunteer Movement,” *Manschreck*, 479-481.
- § “World Missionary Conference, 1910,” *Manschreck*, 481-485.
- § The Doctrinal Deliverance of 1910, full text at <http://www.pcahistory.org/documents/deliverance.html>.
- § “Shall the Fundamentalists Win?” by *Harry Emerson Fosdick*, full text at <http://historymatters.gmu.edu/d/5070/>.
- § Excerpt (Introduction) from *Christianity and Liberalism*, by *J. Gresham Machen*, full text at <http://www.biblebelievers.com/machen/>.
- § “What Baptists Stand For,” by *T. T. Shields*, full text at http://www.gw.ca/documents/samples/04sep_p4-7.pdf.
- § Chapter 8, *Tucker & Liefeld, Daughters of the Church*.

Wednesday, 29 March 2012 - Research Essay Due

(20) Christianity in the Twentieth Century

Readings:

§ TBA

§ Chapter 10, Tucker & Liefeld, *Daughters of the Church*.

Wednesday, 5 April 2012 - Reading Journal Due

(21) Current Trends & Challenges

Readings:

§ Lesslie Newbigin, "Can the West be Converted?" *International Bulletin of Missionary Research* 11, No. 1 (January 1987): 2-7. This article is available in the ATLA database, accessed through the TWU Library web site.

§ Excerpt from Paul Marshall, *Their Blood Cries out: the Worldwide Tragedy of Modern Christians Who Are Dying for Their Faith*, 15-39.

§ Chapter 11, Tucker & Liefeld, *Daughters of the Church*.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.